DOCUMENT RESUME

ED 359 438 CG 024 901

AUTHOR Morgan, Harry
TITLE A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information.
PUB DATE 18 Feb 93
NOTE 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 18, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Acquired Immune Deficiency Syndrome; Elementary School Students; *Grade 5; Information Seeking; Information Sources; Intermediate Grades; Knowledge Level; Parent Education; Preadolescents; *Racial Differences; *Self Esteem; *Sex Differences; Sex Education; *Sexuality; *Student Attitudes

ABSTRACT

This study examined selected characteristics and behaviors among fifth grade pupils who ranged in age from 11 to 12 years. The sample (N=975) constituted the entire fifth grade population of a moderate-sized city 45 miles from Atlanta, Georgia. The sample consisted of 160 black students and 815 white students, with 511 boys and 464 girls. A 12-item self-report questionnaire was completed by the students. The results revealed that black students more than whites (24% versus 12%) and boys more than girls (23% versus 3%) reported being sexually active. The group as a whole demonstrated a remarkable degree of knowledge about Acquired Immune Deficiency Syndrome, with 95% of all groups reporting some knowledge about this subject. The findings suggest that the best starting point for sex education is among 10- to 13-year-olds. Both white (71%) and black (68%) students reported that their parents or some other adult in their home had already discussed sexuality with them. They also reported that their parents assisted them in understanding issues that are important to them and that they were more likely to seek information of an important nature from their parents than from the school counselor or their teacher. Implications drawn from this finding strongly suggest the need for parent education on essential topics to enable parents to respond with accurate information to the complex issues of their children. (Author/NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359438

A SURVEY OF FIFTH GRADE PUPILS: SELECTED VARIABLES OF SELF-WORTH, SEXUALITY AND SOURCES OF INFORMATION

Presented at: The Eastern Educational Research Association Annual Meeting

Clearwater, Florida
February 18, 1993

HARRY MORGAN
West Georgia College
Carrollton, GA 30117

CG024901

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Harry Morgan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

A SURVEY OF FIFTH GRADE PUPILS: SELECTED VARIABLES OF SELF-WORTH, SEXUALITY AND SOURCES OF INFORMATION

ABSTRACT

This study reported on selected characteristics and behaviors among 5th grade pupils, ranging in ages 11-12. There were 975 pupils in the sample that constituted the entire 5th grade population of a moderate size city that was 45 miles west of Atlanta, Georgia. In the group there were 160 black pupils and 815 white ones, with 511 boys and 464 girls. A 12 item self-report questionnaire revealed that, black pupils more than white ones (24%; 12%), and boys more than girls (23%; 3%), reported being sexually active. This group as a whole demonstrated a remarkable degree of knowledge about AIDS, with 95% of all groups reporting some knowledge about this subject. They also suggested that the best starting point for sex education is ages 10-13 years. Surprisingly, white pupils (71%), and black pupils (68%), reported that their parent(s) or some other adult in the home had already discussed sexuality with them. They also reported that their parent(s) assisted them in understanding issues that are important to them, and they were more likely to seek information of an important nature from their parents rather than from the school counselor or their teacher. Implications drawn from this latter phenomenon, strongly suggests the need for parent education on these essential topics to enable parents to respond to the complex issues of youth with accurate information.

INTRODUCTION

We now know from a large body of information that adolescents are experimenting with drugs, being victims of unwanted pregnancies, becoming more susceptible to suicide, and engaging in behaviors that are harmful to themselves and others (Hechinger, 1992; Grossman, 1991; Petersen, Campas and Brooks-Gunn, 1992). These behaviors have been increasing at an alarming rate among American school age children (Children's Safety Network, 1991).

Parents, school authorities and child care specialists are among those who have identified this age group as vulnerable to a variety of assaults upon their future - mostly self-inflicted (Grossman, 1991; Vincent & Dod, 1989). It has also been reported that by the 9th grade, 65% of American children will have initiated alcohol use, 55% will have used marijuana and 79% will have become users of tobacco (Gans, 1990). This study was an attempt to examine some of these behaviors among school age children in a moderate size working-class community. The results from this study should provide the practitioner community with a profile of 5th grade pupils in a moderate size working-class community, to enable them to examine these data for generalizability about communities with similar characteristics.

METHOD

Subjects

This investigation sought self-reported attitudes and behaviors from a group of 5th grade pupils. Subjects were selected from the general school population of a primarily working class community of approximately 60,000 residents, 48 miles west of Atlanta, Georgia. There were 975 children in the study, with 160 black and 815 white pupils. The sample included 511 boys and 464 girls, and constituted the entire 5th grade population in the city. The schools are located in a community where 57% of the adult population are employed at entry level work roles, at modest wages, as skilled and semiskilled workers. Approximately 15% are professional, 22% managerial, 2% clerical and 3% agricultural workers.

Procedure

Classroom teachers introduced a 12 - item questionnaire and scan-score answer sheet. A discussion was initiated by the teacher to inform the pupils of the value and significance of their answers. They were told not to put any identifying marks or their name on the materials, and were given the assurance of anonymity. Time was given for pupils to practice so as to minimize the possibility of stray marks and unintended responses. The scan-score system of computer tabulation discarded all answer sheets that did not have clear choices marked in appropriate spaces, and those with multiple choices for the same item. Frequencies were tabulated, and Chi Square was employed as a test of significance for each question by race, gender and group (Tables 1 & 11).

RESULTS

Frequencies were calculated for pupil responses to each question, and Chi Square was then used as a test of significance. Overall percentages and numerical totals are reported in tables I and II. The results of the significance tests for each response by group, race and gender are also summarized in tables I and II. Specifically, responses by race, gender and group, reported for each question revealed the following:

1. How do you feel about yourself (fair, good terrible)?

For race, black pupils (78%), reported a higher self-esteem than their white peers (61%). This difference was statistically significant. Boys more than girls reported a higher self-esteem (67%; 61% respectively), but this effect was not statistically significant.

2. How often do you go to school (every day, most of the time, sometime)?

Boys reported a more consistent school attendance (52%), than did girls (48%). Girls, however, reported a greater (most of the time) than did boys (52%; 46%, respectively). This difference was significant.

3. Do you sleep in the same bed with anyone at night (alone, brother, other relative, parents, sister)?

Surprisingly, 2% of the total group reported that they slept with a parent(s). Also, 3% of the boys slept with a sister, and 5% of the girls slept with a brother. It was also reported that boys more than girls slept alone (88% and 83% respectively). The gender differences reported were statistically significant.

. The greatest difference was reported by black pupils who sleep with a sister (13%), compared to white pupils sleeping with a sister (5%). The effects are statistically significant.

4. What do you do most days after school (clubs/church, nothing, play, sports, watch TV)?

For race, a greater percentage of black pupils attend church or engage in club activities (8%), than their white peers (3%), after school. For play and television viewing, there appears to be few race differences (black 46%;white 44%, and girls 25%; boys 21%, respectively). A greater percentage of white pupils (27%), than black ones (20%), participate in after school sports. Race effect was significant.

Girls (50%), more than boys (40%), engage in free play after school. However, boys more than girls participate in sports (38%; 13%, respectively). Girls also reported more television viewing (25%) than boys (21%). These reported differences were statistically significant.

5. Is there a parent or other adult at your house (when you get home from school) (always, never, rarely, sometimes, usually)?

A higher percentage of black pupils (70%), than white pupils (64%) reported that an adult was always at home after school. And boys (67%), more than girls (63%), reported that an adult was always at home when they arrived from school. There were no statistically significant effects for race or gender reported for this question.

6. If you had a problem or a need, do your parent(s) help you when you ask (always, never, rarely, sometimes, usually)?

A greater percentage of black pupils (70%), than white pupils (61%), reported that a parent(s) is always available to respond to their perceived problem or need. The differences between black and white reports on these variables were statistically significant. Boys and girls both report the same percentage for the always availability of their parents. There was no significant gender differences in responses to this question.

7. How many people live in your house (2, 3, 4, 5)?

Both black and white pupils tend toward larger families, with blacks reporting more five member families (36%; 29%, respectively) and white pupils reporting more 4 person families (48%; 38%). These differences were not statistically significant. Greater differences were reported by gender. Boys (35%), more than girls (24%), reported 5 member families. Girls, however, reported a greater number of three member families (23%; 15%, respectively), these differences were statistically significant.

8. If you don't know something, who are you likely to ask about it (school counselor, a friend, parent, teacher or other person)?

For race, similarities were reported by black (73%), and white (72%) pupils in their choice of a parent(s) for information. The person least likely for white pupils (1%), but more likely for black pupils (11%), would be their classroom teacher. It was still unexpected that the classroom teacher would be such and unlikely choice on this question. The school counselor was lower among black pupils as a school professional in whom to confide (4%). There were no significant differences by race, however, for responses to this question. This was also true for gender, with boys (71%), and girls (73%), reporting preferences for parent(s) as a source of information,

and teacher (1% for both groups), reported as the least likely source.

9. Has your parent, or other adult, talked with you about sex (don't know, no, yes)?

White pupils reported (71%), a higher percentage than black pupils (68%), that their parent(s) or other adult had discussed sex with them. Black pupils reported a greater (28%) negative than white pupils (24%), but these differences were not statistically different. Likewise, for gender, boys (70%), and girls (70%), report equally high positives on this question and responses for gender were not statistically different.

10. At what age do you think young people should be told about sex (6-9, 10-13)?

In response to this question, black pupils (79%), and white pupils (83%), reported a high percentage of agreement that the ages of 10-13 is a period when young people need sex information. When percentages are reported by gender, both boys (81%), and girls (84%), agree that ages 10-13 represent an important need-to-know period for sex information. There were no statistically significant differences for race or gender.

11. Do you know what AIDS is (yes, no)?

Black (94%), and white (95%), pupils reported knowledge of AIDS. This was also true for boys as a group (95%), and girls (95%). There were no statistically significant effects for race or gender in these responses.

12. Have you ever had sex (don't know, no, yes)?

Black pupils more than white pupils reported being sexually active (24%; 12%, respectively). It is also true, that boys (23%), more than girls (4%), reported being sexually active. For race, and gender, the effects were statistically significant.

DISCUSSION

This study sampled selected behavioral characteristics that were thought common to 5th grader pupils, in a working class community in Georgia. The selected areas for study were put in the form of a 12 - item self-report questionnaire that included - but was not limited to - questions that highlighted self-esteem (How do you feel about yourself?), interest in school (How often do you go to school?), after school interests, preferences for important information sources (If you don't know something who are you likely to ask about it?), as well as their social behavior and knowledge of AIDS.

The construct known as self-esteem has been of interest to educational professionals for some time. By the age of 3, children are thought to be knowledgeable about a "self" that is private, and not generally known to others. Educators from time to time have focused upon the development of a positive self-concept in learners as a means of enabling them to positive value their competence and thereby maximize their school performance. It has been often reported that black children - because of high rates of single parent homes and too few male role models - tend to demonstrate less positive self-valuing than their white peers. The arguments continue along these lines to identify this phenomenon as a possible source for black/white school achievement differences - when they occur (Reynolds and Allen, 1983). For the present group under study, indications are that black pupils report

higher percentages of positive esteem. than their white age mates. In this predominantly working class community, social class might be a more important factor in personal self-valuing than race. Fifty percent of community adults, black and white, are employed in medium and small size industry at entry level and modest wage levels. While black adults might be pleased to have any employment at all, whites might expect more. These disappointments would influence family social status and self valuing of its members.

Another concern that is reflected in the data suggests that children are almost unlikely to go to a teacher or school counselor for information concerning important personal matters. The public has a perception of the role of the classroom teacher, and it would be alarming to some informed parents that children place very little trust in their teacher to answer questions outside of basic academic tasks. We know less about the role of the school counselor in the lives of 5th grade children, in part because administrative duties and work roles vary a great deal from school - to - school. It is the general view of parents and community professionals, however, that school counselors provide a source for children to discuss their most intimate concerns, and help for them to seek solutions to problems that they might encounter during their school day. Too often, this common interpretation of the role of the school counselor is inaccurate The job description of the counselor can vary from that of the person who administers discipline, to that of a person responsible for the scheduling of classes for pupils. These realities would not encourage a child to seek out such a person on an important personal matter.

It does appear from the results of this study, however, that children for the most part will use parents as a source for information. Children reported that their parents were both visible and accessible to respond to their questions, and that a parent or other adult had already discussed sexuality with them. Implications for educators on this matter are that the education of parents might be as important as the education of

children along the lines of sexuality, drug use and childhood mental health. We now know that children seek out parents more than they do teachers for information concerning things that might be important to them during their in - and - out of school experiences., it is therefore important that their parents have timely and accurate information. This can be provided through school parent education activities, and the sharing of information through teacher/parent cooperation on a person - to - person basis.

The areas concerned with childhood sexuality would almost require teacher/parent/community cooperation to be successful, because of the provocative nature of the subject. It would be difficult for many parents, especially those in small southern communities to accept the notion that their 10 to 12 year old children are sexually active. From national studies of the general school population, and the present study, children in this age group are more sexually active than is generally thought. In 1985 teen pregnancy accounted for 500,000 births that cost public funds $1.4 billion dollars (Edelman, 1987). It is also important to note that this age group has a remarkable knowledge about the epidemic of AIDS. The schools, home adults, community campaigns and the national media are all responsible for this important dissemination of information. This demonstrates the potential power and influence that can emanate from national cooperative endeavors. Childhood knowledge about AIDS can also provide professionals in centers of child health and education at all levels with a powerful beginning point to advance the knowledge of young children about health issues, sexuality and sexually transmitted diseases.

Table I
5th Grade Survey: By Race

1. How do you feel about yourself?

Response Counts

Column 4	Black	White	Total
Fair	34	278	312
Good	124	501	625
Terrible	2	36	38
	160	815	975

Response Profiles

Column 4	Black	White	All
Fair	0.2125	0.3411	0.3200
Good	0.7750	0.6147	0.6410
Terrible	0.0125	0.0442	0.0390
	160	815	975

X^2 (2, $\underline{N}$ = 973) = 17.23 $\underline{p}$ <.0002

2. How often do you go to school?

Response Counts

Column 5	Black	White	Total
Every	96	390	486
Most	64	411	475
Sometimes	0	12	12
	160	813	973

Response Profiles

Column 5	Black	White	All
Every	0.6000	0.4797	0.4995
Most	0.4000	0.5055	0.4882
Sometimes	0.0000	0.0148	0.0123
	160	813	973

X^2 (2, $\underline{N}$ = 971) = 11.21 $\underline{p}$ <.004

3. Do you sleep in the same bed with anyone at night?

Response Counts

Column 6	Black	White	Total
Alone	126	711	837
Brother	8	46	54
Other Relative	2	2	4
Parents	4	14	18
Sister	20	42	62
	160	815	975

Response Profiles

Column 6	Black	White	All
Alone	0.7875	0.8724	0.8585
Brother	0.0500	0.0564	0.0554
Other Relative	0.0125	0.0025	0.0041
Parents	0.0250	0.0172	0.0185
Sister	0.1250	0.0515	0.0636
	160	815	975

X^2 (4, $\underline{N}$ = 971) = 13.44 $\underline{p}$ <.009

Table I
5th Grade Survey: By Race

4. What do you do most days after school?

Response Counts

Column 7	Black	White	Total
Clubs/Church	12	22	34
Nothing	4	24	28
Play	74	362	436
Sports	32	222	254
TV	38	185	223
	160	815	975

Response Profiles

Column 7	Black	White	All
Clubs/Church	0.0750	0.0270	0.0349
Nothing	0.0250	0.0294	0.0287
Play	0.4625	0.4442	0.4472
Sports	0.2000	0.2724	0.2605
TV	0.2375	0.2270	0.2287
	160	815	975

X^2 (4, $\underline{N}$ = 971) = 10.25 $\underline{p}$ <.03

5. Is there a parent or other adult at your house when you get home from school?

Response Counts

Column 9	Black	White	Total
Always	112	518	630
Never	14	88	102
Rarely	12	70	82
Sometimes	8	52	60
Usually	14	87	101
	160	815	975

Response Profiles

Column 9	Black	White	All
Always	0.7000	0.6356	0.6462
Never	0.0875	0.1080	0.1046
Rarely	0.0750	0.0859	0.0841
Sometimes	0.0500	0.0638	0.0615
Usually	0.0875	0.1067	0.1036
	160	815	975

X^2 (4, $\underline{N}$ = 971) = 2.53 $\underline{p}$ <.64

N.S.

Table I
5th Grade Survey: By Race

6. If you have a problem or a need, do your parent(s) help you when you ask?

Response Counts

Column 10	Black	White	Total
Always	112	495	607
Never	2	16	18
Rarely	0	20	20
Sometimes	22	77	99
Usually	24	207	231
	160	815	975

Response Profiles

Column 10	Black	White	All
Always	0.7000	0.6074	0.6226
Never	0.0125	0.0196	0.0185
Rarely	0.0000	0.0245	0.0205
Sometimes	0.1375	0.0945	0.1015
Usually	0.1500	0.2540	0.2369
	160	815	975

X^2 (4, $\underline{N}$ = 971) = 18.46 $\underline{p}$ < .001

7. How many people live in your house?

Response Counts

Column 11	Black	White	Total
2	10	30	40
3	24	138	162
4	50	347	397
5	48	208	256
	132	723	855

Response Profiles

Column 11	Black	White	All
2	0.0758	0.0415	0.0468
3	0.1818	0.1909	0.1895
4	0.3788	0.4799	0.4643
5	0.3636	0.2877	0.2994
	132	723	855

X^2 (3, $\underline{N}$ = 852) = 7.46 $\underline{p}$ < .06

N.S.

Table I
5th Grade Survey: By Race

8. If you don't know something, who are you likely to ask about it?

Response Counts

Column 12	Black	White	Total
Counselor	6	20	26
Friend	14	108	122
Other	6	46	52
Parent	116	586	702
Teacher	18	55	73
	160	815	975

Response Profiles

Column 12	Black	White	All
Counselor	0.0375	0.0245	0.0267
Friend	0.0875	0.1325	0.1251
Other	0.0375	0.0564	0.0533
Parent	0.7250	0.7190	0.7200
Teacher	0.1125	0.0675	0.0749
	160	815	975

X^2 (4, $\underline{N}$ = 971) = 7.36 $\underline{p}$ < .12

N.S.

9. Has your parent(s), or any other adult, talked with you about sex?

Response Counts

Column 13	Black	White	Total
Don't Know	8	39	47
No	44	193	237
Yes	108	579	687
	160	811	971

Response Profiles

Column 13	Black	White	All
Don't Know	0.0500	0.0481	0.0484
No	0.2750	0.2380	0.2441
Yes	0.6750	0.7139	0.7075
	160	811	971

X^2 (2, $\underline{N}$ = 969) = 1.03 $\underline{p}$ < .60

N.S.

Table I
5th Grade Survey: By Race

10. At what age do you think young people should be told about sex?

Response Counts

Column 14	Black	White	Total
6/9/9	26	111	137
10/13	98	540	638
	124	651	775

Response Profiles

Column 14	Black	White	All
6/9/9	0.2097	0.1705	0.1768
10/13	0.7903	0.8295	0.8232
	124	651	775

X^2 (1, $\underline{N}$ = 774) = 1.06 $\underline{p}$ < .30

N.S.

11. Do you know what AIDS is?

Response Counts

Column 15	Black	White	Total
No	10	38	48
Yes	148	777	925
	158	815	973

Response Profiles

Column 15	Black	White	All
No	0.0633	0.0466	0.0493
Yes	0.9367	0.9534	0.9507
	158	815	973

X^2 (1, $\underline{N}$ = 972) = .73 $\underline{p}$ < .39

N.S.

12. Have you ever had sex?

Response Counts

Column 16	Black	White	Total
	2	4	6
No	120	714	834
Yes	38	97	135
	160	815	975

Response Profiles

Column 16	Black	White	All
	0.0125	0.0049	0.0062
No	0.7500	0.8761	0.8554
Yes	0.2375	0.1190	0.1385
	160	815	975

X^2 (2, $\underline{N}$ = 973) = 15.28 $\underline{p}$ < .000

Table II
5th Grade Survey: By Gender

1. How do you feel about yourself?

Response Counts

Column 4	Boy	Girl	Total
Fair	151	161	312
Good	342	283	625
Terrible	18	20	38
	511	464	975

Response Profiles

Column 4	Boy	Girl	All
Fair	0.2955	0.3470	0.3200
Good	0.6693	0.6099	0.6410
Terrible	0.0352	0.0431	0.0390
	511	464	975

X^2 (2, $\underline{N}$ = 973) = 3.74 $\underline{p}$ < .154

N.S.

2. How often do you go to school?

Response Counts

Column 5	Boy	Girl	Total
Every	263	223	486
Most	236	239	475
Sometimes	10	2	12
	509	464	973

Response Profiles

Column 5	Boy	Girl	All
Every	0.5167	0.4806	0.4995
Most	0.4637	0.5151	0.4882
Sometimes	0.0196	0.0043	0.0123
	509	464	973

X^2 (2, $\underline{N}$ = 971) = 7.06 $\underline{p}$ < .03

3. Do you sleep in the same bed with anyone at night?

Response Counts

Column 6	Boy	Girl	Total
Alone	451	386	837
Brother	32	22	54
Other Relative	4	0	4
Parents	10	8	18
Sister	14	48	62
	511	464	975

Response Profiles

Column 6	Boy	Girl	All
Alone	0.8826	0.8319	0.8585
Brother	0.0626	0.0474	0.0554
Other Relative	0.0078	0.0000	0.0041
Parents	0.0196	0.0172	0.0185
Sister	0.0274	0.1034	0.0636
	511	464	975

X^2 (4, $\underline{N}$ = 30.13 = $\underline{p}$ < .0001

Table II
5th Grade Survey: By Gender

4. What do you do most days after school?

Response Profiles

Column 7	Boy	Girl	All
Clubs/Church	0.0117	0.0603	0.0349
Nothing	0.0078	0.0517	0.0287
Play	0.3953	0.5043	0.4472
Sports	0.3796	0.1293	0.2605
TV	0.2055	0.2543	0.2287
	511	464	975

Response Counts

Column 7	Boy	Girl	Total
Clubs/Church	6	28	34
Nothing	4	24	28
Play	202	234	436
Sports	194	60	254
TV	105	118	223
	511	464	975

X^2 (4, $\underline{N}$ = 971) = 106.54 $\underline{p}$ < .0001

5. Is there a parent or other adult at your house when you get home from school?

Response Counts

Column 9	Boy	Girl	Total
Always	340	290	630
Never	52	50	102
Rarely	38	44	82
Sometimes	32	28	60
Usually	49	52	101
	511	464	975

Response Profiles

Column 9	Boy	Girl	All
Always	0.6654	0.6250	0.6462
Never	0.1018	0.1078	0.1046
Rarely	0.0744	0.0948	0.0841
Sometimes	0.0626	0.0603	0.0615
Usually	0.0959	0.1121	0.1036
	511	464	975

X^2 (4, $\underline{N}$ = 971) = 2.54 $\underline{p}$ < .64

N.S.

Table II
5th Grade Survey: By Gender

6. If you have a problem or a need, do your parent(s) help you when you ask?

Response Counts

Column 10	Boy	Girl	Total
Always	319	288	607
Never	12	6	18
Rarely	14	6	20
Sometimes	51	48	99
Usually	115	116	231
	511	464	975

Response Profiles

Column 10	Boy	Girl	All
Always	0.6243	0.6207	0.6226
Never	0.0235	0.0129	0.0185
Rarely	0.0274	0.0129	0.0205
Sometimes	0.0998	0.1034	0.1015
Usually	0.2250	0.2500	0.2369
	511	464	975

X^2 (4, $\underline{N}$ = 971) = 4.74 $\underline{p}$ < .31

N.S.

7. How many people live in your house?

Response Counts

Column 11	Boy	Girl	Total
2	20	20	40
3	69	93	162
4	201	196	397
5	158	98	256
	448	407	855

Response Profiles

Column 11	Boy	Girl	All
2	0.0446	0.0491	0.0468
3	0.1540	0.2285	0.1895
4	0.4487	0.4816	0.4643
5	0.3527	0.2408	0.2994
	448	407	855

X^2 (3, $\underline{N}$ = 852) = 15.86 $\underline{p}$ < .001

Table II
5th Grade Survey: By Gender

8. If you don't know something, who are you likely to ask about it?

Response Counts

Column 12	Boy	Girl	Total
Counselor	18	8	26
Friend	58	64	122
Other	30	22	52
Parent	362	340	702
Teacher	43	30	73
	511	464	975

Response Profiles

Column 12	Boy	Girl	All
Counselor	0.0352	0.0172	0.0267
Friend	0.1135	0.1379	0.1251
Other	0.0587	0.0474	0.0533
Parent	0.7084	0.7328	0.7200
Teacher	0.0841	0.0647	0.0749
	511	464	975

X^2 (4, $\underline{N}$ = 971) = 6.23 $\underline{p}$ <.18

N.S.

9. Has your parent(s), or any other adult, talked with you about sex?

Response Counts

Column 13	Boy	Girl	Total
Don't Know	21	26	47
No	131	106	237
Yes	359	328	687
	511	460	971

Response Profiles

Column 13	Boy	Girl	All
Don't Know	0.0411	0.0565	0.0484
No	0.2564	0.2304	0.2441
Yes	0.7025	0.7130	0.7075
	511	460	971

X^2 (2, $\underline{N}$ = 969) = 1.89 $\underline{p}$ <.39

N.S.

Table II
5th Grade Survey: By Gender

10. At what age do you think young people should be told about sex?

Response Counts

Column 14	Boy	Girl	Total
6/9/9	79	58	137
10/13	330	308	638
	409	366	775

Response Profiles

Column 14	Boy	Girl	All
6/9/9	0.1932	0.1585	0.1768
10/13	0.8068	0.8415	0.8232
	409	366	775

x^2 (1, $\underline{N}$ = 774) = 1.60 $\underline{p}$ < .21

N.S.

11. Do you know what AIDS is?

Response Counts

Column 15	Boy	Girl	Total
No	24	24	48
Yes	487	438	925
	511	462	973

Response Profiles

Column 15	Boy	Girl	All
No	0.0470	0.0519	0.0493
Yes	0.9530	0.9481	0.9507
	511	462	973

x^2 (1, $\underline{N}$ = 972) = .128 $\underline{p}$ < .72

N.S.

12. Have you ever had sex?

Response Counts

Column 16	Boy	Girl	Total
	6	0	6
No	388	446	834
Yes	117	18	135
	511	464	975

Response Profiles

Column 16	Boy	Girl	All
	0.0117	0.0000	0.0062
No	0.7593	0.9612	0.8554
Yes	0.2290	0.0388	0.1385
	511	464	975

x^2 (2, $\underline{N}$ = 973) = 91.22 $\underline{p}$ < .0001

REFERENCES

Biehr, B. (Summer, 1989). Problem sexual behavior in school-age children and youth. Theory Into Practice, 28, (3) 221-226.

Children's Safety Network (1991). A Data Book Of Child And Adolescent Injury. National Center For Education in Maternal & Child Health: Washington, DC

Edelman, M. W. (1987). Families in peril: An agenda for social change. Harvard University Press:Boston, Mass.

Gans, J. E. (1990). America's adolescents: How healthy are they? Profiles Of Adolescent Health Series, Volume 1, Chicago: American Medical Association.

Grossman, A. H. (November, 1991). HIV and at risk youth: The myth of invulnerability. Parks & Recreation, 26, (11) 52-48.

Hechinger, F. M. (1992). Fateful choices: Healthy youth for the 21st century. Hill & Wang: New York, NY.

Moore, K. (January,1992). Facts at a glance, Child Trends:Washington, DC.

Petersen, A. C., Campas, B. E., and Broooks-Gunn, j. (1992). Depression in adolescence: Current knowledge, research direction, and implications for program and policy. Carnegie Council On Adolescent Development. Washington, DC

Reynolds, F,. and Allen, R. A., (1987). The color line and the quality of life in America. Russell Sage Foundation: New York, NY.

Vincent, M. and Dod, P. S. (1989). Community and school based interventions in teen pregnancy prevention. Theory Into Practice. 28, (3) 191-197.

Zeinik, M., and Kim, Y. J., (1992). Sex education and its association with teenage sexual activity, pregnancy, and contraceptive use. Family Planning Perspectives., 14, 117-126.